



ISTEP+: Grade 5

English/Language Arts

Released Items and Scoring Notes

Introduction

Indiana students in Grades 3-8 participated in the *ISTEP+* Spring 2013 administration. The test for *ISTEP+* in Spring 2013 consisted of an Applied Skills section administered in March and a Multiple-Choice section administered in late April and early May. For all grades, the Applied Skills section of the assessment was handscored by trained evaluators. The Multiple-Choice section was machine-scored. Scores for the Applied Skills and Multiple-Choice sections are combined to generate a student's total score.

Test results for both the Multiple-Choice and Applied Skills sections, as well as images of the Applied Skills student responses, are available online. It is the expectation of the Indiana Department of Education that schools will take this opportunity to have a conversation with parents and students about the results. As a springboard for this conversation, the Indiana Department of Education has created this document which outlines the released Applied Skills questions and includes brief scoring notes that describe the given score points and explain the scoring rules and expectations for the individual questions.

This document consists of:

- a brief description of the types of questions assessed
- a short summary of scoring rules utilized by the trained evaluators
- access to rubrics used to score student responses
- a copy of the released Applied Skills questions
- anchor papers used by evaluators to distinguish between rubric scores

NOTE: The Applied Skills operational questions are released at the end of each test administration. It is important to keep in mind that a significant portion of a student's score is calculated from the Multiple-Choice section of the assessment, which is not addressed within this document.

QUESTION TYPES

This document addresses the Applied Skills section of *ISTEP+*, which allows students to demonstrate their understanding of content in a variety of ways. The Applied Skills Assessment consists of constructed-response (CR) and extended-response (ER) questions. CR and ER questions are cognitively more demanding than multiple-choice (MC) questions. ER questions are typically more complex and will likely require more steps to respond. For English/Language Arts, a Writing Prompt (WP) is also used to assess students.

SCORING

For the Applied Skills Assessment, each question is scored according to a rubric. Rubrics clearly define the requirements for each score point. Each student response is evaluated individually to determine whether it is acceptable. This allows student scores to be reported as accurately as possible. To ensure consistency when scoring the *ISTEP+* questions, CTB/McGraw-Hill works closely with assessment specialists at the Indiana Department of Education and teacher committees to set guidelines for scoring student responses. Committees look at several student papers and score them using the rubrics. Some of the student responses are selected as anchor papers and are used as clear examples of specific score points. Samples of anchor papers are presented within this document. Scoring supervisors then use anchor papers and approved, scored student responses to ensure that responses are evaluated appropriately and consistently. Individuals who evaluate and score *ISTEP+* student responses must have a four-year college degree and pass a series of qualifying tests on specific questions before they can evaluate any student responses.

If a response is unscorable, it is assigned one of the following condition codes:

- A** Blank/No Response/Refusal
- B** Illegible
- C** Written predominantly in a language other than English
- D** Insufficient response/Copied from text
- E** Response not related to test questions or scoring rule (not applied to Mathematics questions)

For additional information regarding *ISTEP+* or other student assessments, please contact the Indiana Department of Education by calling 317-232-9050 or writing via email: istep@doe.in.gov.

The chart below summarizes the question types used to measure a student’s mastery of content, the assessment that contains the particular question type, the standards assessed in each assessment, and the scoring method used to evaluate a student’s response given the question type.

Scoring Note: All student responses to questions found in each Applied Skills Assessment are handscored using the specific rubric(s) outlined in the column labeled “Scoring Method.” As indicated in the chart, all multiple-choice questions are machine scored.

Question Type	Assessment	Standards Assessed	Scoring Method
Constructed-Response (CR)	Applied Skills Assessment	2 & 3	2-pt. CR Rubric (Grades 3-12)
Extended-Response (ER)	Applied Skills Assessment	5 & 6	4-pt. WA Rubric (Grades 3-4) 4-pt. LC Rubric (Grades 3-4)
Writing Prompt	Applied Skills Assessment	5 & 6	6-pt. WA Rubric (Grades 3-4) 4-pt. LC Rubric (Grades 3-4)
Multiple-Choice (MC)	Multiple-Choice Assessment	All	Machine-Scored

More information is available regarding these assessment topics on the Office of Student Assessment homepage at <http://www.doe.in.gov/achievement/assessment>.

Writing Prompt
Standard 5: Writing Applications
Standard 6: Language Conventions

Uniform or No Uniform?

Read the writing prompt below and complete the writing activity.

Some schools require students to wear uniforms, and other schools allow the students to wear their own clothing to school. Which do you think is better?

Write an article for your school newspaper and give your opinion about wearing uniforms to school.

Be sure to include

- a clear statement of your opinion
- the reasons for your opinion
- details that make your article interesting
- an introduction, a body, and a conclusion to your article

Writing Applications Rubric Grades 5–12

SCORE POINT 6	
A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.	
Ideas and Content	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay completely focused on topic and task? <p>Does the writing sample include thorough, relevant, and complete ideas? Does it</p> <ul style="list-style-type: none"> • include in-depth information and exceptional supporting details that are fully developed? • fully explore many facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)? • progress in an order that enhances meaning? • include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)? 	
Style	
<p>Does the writing sample exhibit exceptional word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)? • demonstrate control of a challenging vocabulary? <p>Does the writing sample demonstrate exceptional writing technique?</p> <ul style="list-style-type: none"> • Is the writing exceptionally fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a strong sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)? 	

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 5	
A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.	
Ideas and Content	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide in-depth information and more than adequate supporting details that are developed? • explore many facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.) 	
Style	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)? 	

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 4	
A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.	
Ideas and Content	
<p>Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea? (Writing may include minor tangents.) • stay mostly focused on topic and task? <p>Does the writing sample include relevant ideas? Does it</p> <ul style="list-style-type: none"> • include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.) • explore some facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)? • generally progress in an order that enhances meaning of text? • include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.) 	
Style	
<p>Does the writing sample exhibit good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning? • demonstrate control of basic vocabulary? <p>Does the writing sample demonstrate good writing technique?</p> <ul style="list-style-type: none"> • Is the writing fluent? • Does it exhibit some varied sentence patterns, including some complex sentences? • Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.) • demonstrate some sense of audience? • attempt an original perspective? 	

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 3	
A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.	
Ideas and Content	
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does It</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does It</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic? 	
Organization	
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?) 	
Style	
<p>Does the writing sample exhibit ordinary word usage? Does It</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable? 	
Voice	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does It</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective? 	

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 2	
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>	
Ideas and Content	
<p>Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a main idea? • sometimes lose focus or ineffectively display focus? <p>Does the writing sample include few relevant ideas? Does it</p> <ul style="list-style-type: none"> • include little information and few or no details? • explore only one or two facets of the topic? 	
Organization	
<p>Is there a minimal attempt to logically organize ideas in the writing sample?</p> <ul style="list-style-type: none"> • Does the writing have only one or two of the three elements: beginning, middle, and end? • Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.) • Are transitions weak or absent (e.g., few or no topic sentences)? 	
Style	
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary? (Some words may be used incorrectly.) • demonstrate minimal control of vocabulary? <p>Does the writing sample demonstrate minimal writing technique?</p> <ul style="list-style-type: none"> • Does the writing exhibit some fluency? • Does it rely mostly on simple sentences? • Is it often repetitive, predictable, or dull? 	
Voice	
<p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)? • demonstrate little or no sense of audience? • lack an original perspective? 	

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Writing Applications Rubric Grades 5–12

SCORE POINT 1	
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>	
Ideas and Content	
<p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> • difficult for the reader to discern the main idea? • too brief or too repetitive to establish or maintain a focus? <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> • Does it include little information with few or no details or unrelated details? • Is it unsuccessful in attempts to explore any facets of the prompt? 	
Organization	
<p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> • Does it have only one or two of the three elements: beginning, middle, or end? • Is it difficult to follow, with the order possibly difficult to discern? • Are transitions weak or absent (e.g., without topic sentences)? 	
Style	
<p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary, with many words used incorrectly? • demonstrate minimal or less than minimal control of vocabulary? <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> • lack fluency? • demonstrate problems with sentence patterns? • consist of writing that is flat and lifeless? 	
Voice	
<p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty in choosing an appropriate register? • demonstrate a lack of a sense of audience? • lack an original perspective? 	

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Language Conventions Rubric Grades 5–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and have a minor impact on the overall communication; they are generally of the first-draft variety and may occur when students attempt sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments.
Score	Does the writing sample exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

Writing Prompt, Sample A
Writing Applications – Score Point 6
Language Conventions – Score Point 4

Finally Freedom!

I think everyone should have a choice in what to wear. I think it's really weird that we have to tuck in our shirts. We should have a say in what we wear. I bet everyone who reads this agree's with me. Don't you?

Then we would be able to wear hooded sweatshirts everyday. Instead of wearing hoodless sweatshirts. Who's ever heard of that before. We would also be able to wear jeans everyday. What's the harm in wearing them? Dress code pants rip easier than jeans.

That means parents will spend more money than save more money. Isn't the dress code suppose to help save money? That's what I was told. Whenever I get home my mom tells me to change. The only reason she wants me to do that is because she's afraid my pants will rip. When we didn't have a dress code she didn't make us do that.

It's really important that we can wear whatever we want because then people wouldn't have to worry about looking funny. They would just have fun. See, people think they look funny with dress codes. People want to look good, but we just can't when we wear dress code clothes. Do you see what we go through everyday?

You can still have a dress code along with regular clothes. All you have to do is use the dress code as a punishment. Like if someone chose to wear a bad shirt today. If they got caught, they would have to wear dress code for a week. Even if it was Friday they would wear it all next week. If you want to prevent that from happening. You should tell them the first week of school. You would have a good

chance of preventing them from doing that. If they choose not to listen and they keep wearing a bad shirt after they wore the dress code clothes for a week, then they would have to wear dress code clothes for the rest of the year. It's that simple.

At our school, we only wear jeans on some Fridays. The catch is we have to pay 50 cents. I know it's not alot, but still, we have to pay money to wear jeans. Even though the money helps out kids at Riley, we still need to wear our own clothes. Don't you think so? I just think we need the right to wear our own clothes. It's like we never get a break around here!

We shouldn't have a dress code because we shouldn't have to tuck in our shirts. We could wear our hooded sweatshirts and jeans without paying money. We would save money. Our pants wouldn't rip as much. We also wouldn't look as funny. Please! Don't make us wear dress code clothes! It is our right, you know. We're the ones wearing these kinds of clothes. Please!

Scoring Notes for Writing Prompt, Sample A

Writing Applications – Score Point 6

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 6** using the ISTEP+ Writing Applications Rubric.

This sample

- stays fully focused on the task (i.e., describes the student’s opinion about school uniforms).
- offers many specific details (e.g., *Then we would be able to wear hooded sweatshirts everyday. Dress code pants rip easier than jeans. People want to look good, but we just can’t when we wear dress code clothes. At our school, we only wear jeans on Fridays. The catch is we have to pay 50 cents.*).
- progresses in a clear, logical order. The writer begins by stating his or her opinion about uniforms, continues by describing some of the main reasons for that opinion, and providing a conclusion to recap his or her opinion on the matter.
- uses transitions effectively (e.g., *Then we would... It’s really important that... The only reason... At our school...*).
- demonstrates good control of language and grade-level vocabulary (e.g., *What’s the harm in wearing them? You can still have a dress code along with regular clothes.*).
- is fluent and easy to read.
- contains a variety of sentences patterns, including simple and complex sentences (e.g., *It’s really important that we can wear whatever we want because then people wouldn’t have to worry about looking funny. I know it’s not alot, but still, we have to pay money to wear jeans!*).
- displays a lively and engaging voice.

NOTE: Per the Writing Applications Rubric (Grades 5-12), a Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Language Conventions – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Language Conventions Rubric.

This sample

- has no capitalization errors.
- has two punctuation errors (e.g., *Who’s ever heard of that before.[?] agree’s [agrees]*).
- has no subject and verb agreement errors.
- include two grade-level spelling errors (e.g., *everyday* [every day], *alot*).
- has one word usage error (e.g., *suppose* [supposed]).
- contains three sentence fragments (e.g., *Instead of wearing hoodless sweatshirts. Like if someone chose to wear a bad shirt today. If you want to prevent that from happening.*), but no one run-on sentences.

Writing Prompt, Sample B
Writing Applications – Score Point 5
Language Conventions – Score Point 4

Uniform or No uniform? That's a good question. In my own opinion I would probably pick no uniform. The reason is because kids can express themselves everyday in different ways. One way kids express themselves at school is by wearing their own clothing. I'm not saying uniforms are bad. It just doesn't let you express yourself, besides, uniforms are dull.

At some schools they don't have uniforms but kids still break the dress code. The best part about wearing no uniforms is that you can wear anything that's okay with the dress code. I'll give you really good reasons why uniforms is bad. If something really cool and new came out for boys and girls, they wouldn't be able to wear it because they have to wear uniforms. But what if it's in the middle of the winter and you have a school uniform, and you need to go to school. Girl uniforms. Your legs would be freezing cold and maybe even your arms if your uniforms are short sleeved.

No uniforms are great for the winter when you need to wear long sleeves and long pants. Plus when it's hot outside you can probably wear a tank top (depends on what the dress code is.). By not wearing uniforms you can express yourself in many different ways. If you have a T-shirt that says your name on it, you can wear it. If you want to cheer on your football team at school, you can do it. You can even wear your brand new shoes if you want to.

If you're at a school that has uniforms, your parents paid for it, or the school bought it for you to wear. Either way it's a waste of money. It doesn't make the school perfect or great if people wear uniforms. In my opinion, it kind of makes the school look bad. It's like you're forcing the kids to wear uniforms. It's really not fair.

They have a little control over you but not all control. It may be too much if you force them to wear clothes they don't want to wear.

I'm just saying that there that not wearing uniforms can help you be really fun and express yourself. Now if you don't agree with me than that's perfectly fine. It is my opinion. With no uniforms you can express yourself.

Scoring Notes for Writing Prompt, Sample B

Writing Applications – Score Point 5

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 5** using the ISTEP+ Writing Applications Rubric.

This sample

- stays focused on the task (i.e., tells the student’s opinion about school uniforms).
- offers more than adequate details (e.g., *One way kids express themselves at school is by wearing thier own clothing. If you want to cheer on your football team at school, you can do it. You can even wear your brand new shoes if you want to.*).
- begins with the writer stating his or her opinion about uniforms, continues by describing some of the main reasons for that opinion, and concludes by restating his or her opinion and respecting the reader’s opinion on the matter.
- uses smooth transitions between sentences and paragraphs (e.g., *At some schools... The best part of wearing no uniforms... By not wearing uniforms...*).
- demonstrates good control of language and grade-level vocabulary (e.g., *Your legs would be freezing cold...By not wearing uniforms you can express yourself in many ways. Now if you don’t agree with me than that’s perfectly fine.*).
- is fluent and easy to read.
- contains a variety of sentences patterns, including simple and complex sentences.
- displays strong sense of audience (e.g., *Its really not fair. I’m just saying that not wearing uniforms can help you be really fun and express yourself.*).

NOTE: Per the Writing Applications Rubric (Grades 5-12), a Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

Language Conventions – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Language Conventions Rubric.

This sample

- has one error in the capitalization of proper nouns (e.g., *Uniforms or No uniforms?* [Uniforms or no uniforms?]), but no errors in beginning capitalization.
- has two punctuation errors (e.g., *Thats* [That’s] *a good question. But what if its in the middle of winter and you have a school uniform and you need to go to school.*[?]).
- has one subject and verb agreement error (e.g., *I’m not saying uniforms is* [are] *bad.*).
- includes two grade-level spelling errors (e.g., *thier* [their], *dosen’t* [doesn’t]).
- has four word usage errors (e.g., *your* [you’re], *its* [it’s], *waist* [waste], *than* [then]).
- contains one run-on sentence (e.g., *It just dosen’t let you express yourself, besides uniforms are dull.*), and one sentence fragment (e.g., *Girl uniforms.*).

Writing Prompt, Sample C
Writing Applications – Score Point 4
Language Conventions – Score Point 4

My opinion on school uniforms is that we shouldn't have them. For one they are very ugly. For two we have no choice of color. For three they don't match well. For the last reason, they are expensive! Would you want to by something like that?

I think they are ugly, this is because they are usually plaid. Not very many people like plaid. I know that I don't. Another reason is that there is no choice of color! They are always black, brown, green, or gray. I like a choice of color and clothes! Another great reason I do not think we should have uniforms is because they don't match very well. Like skirts and plain old normal shirts don't match! Also they do not look good together. If we were to have uniforms, I would cry. I don't like plaid, the same colors all the time, or not matching.

The last reason I don't think we should have uniforms is because they are expensive. If my mom saw those prices she would get really mad. She can't afford a one or two hundred dollar outfit. I do not think we should have uniforms. What do you think?

Scoring Notes for Writing Prompt, Sample C

Writing Applications – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Writing Applications Rubric.

This sample

- stays mostly focused on the task (i.e., tells the student’s opinion about school uniforms).
- provides adequate supporting details (e.g., *They are always black, brown, green, or gray. I like a choice of color and clothes.*).
- has a well-developed beginning, a middle, and a brief ending.
- includes some transitions (e.g., *Another great reason... The last reason...*).
- demonstrates good control of language and grade-level vocabulary.
- is easy to read.
- has simple and complex sentences. However, some are awkwardly constructed.
- displays a sense of audience (e.g., *Would you want to buy something like that? If we were to have uniforms, I would cry!*).

NOTE: Per the Writing Applications Rubric (Grades 5-12), a Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Language Conventions – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Language Conventions Rubric.

This sample

- has no capitalization errors.
- has no punctuation errors.
- has no subject and verb agreement errors.
- includes one grade-level spelling error (e.g., *choce* [choice]).
- has one word usage error (e.g., *by* [buy]).
- contains one run-on sentence (e.g., *I think they are ugly, this is because they are usually plaid.*), but no sentence fragments.

Writing Prompt, Sample D

Writing Applications – Score Point 3

Language Conventions – Score Point 3

Uniforms or No Uniforms?

I think that it doesn't matter if you have a uniform or not. If you do have one, then you have to let them express themselves through the uniform. If the girls have to wear tights, they don't have to be one color, they can be different. If the boys have to wear ties they don't have to be certain ones and they don't have to be around your neck to be considered wearing them.

If you don't have Uniforms it doesn't matter, as long as the clothes are appropriate. They need to express themselves some way, and one of the ways is through their clothes.

Uniforms or No Uniforms. It doesn't matter at all. As long as kids can express themselves some way.

Scoring Notes for Writing Prompt, Sample D

Writing Applications – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Writing Applications Rubric.

This sample

- accomplishes the task, but stays minimally focused (i.e., tells the student's opinion about uniforms.).
- offers general support (e.g., *If you do have one, then you have to let them exspress themselves through the uniform.*).
- includes a brief beginning, a middle, and a brief ending.
- includes some basic transitions (e.g., *If you don't have...*).
- includes grade-level vocabulary.
- exhibits some fluency.
- consists of mostly simple sentences.
- displays a sense of audience (e.g., *I think it dosn't matter if you have a uniform or not...*).

NOTE: Per the Writing Applications Rubric (Grades 5-12), a Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Language Conventions – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Language Conventions Rubric.

This sample

- has one capitalization error (e.g., *If you don't have Uniforms* [Uniforms]).
- has no punctuation errors.
- has no subject and verb agreement errors.
- includes six grade-level spelling errors (e.g., *dosn't* [doesn't], *exspress* [express], *whare* [wear], *sertain* [certain], *wharing* [wearing], *atall* [at all]).
- has no word usage errors.
- contains one run-on sentence (e.g., *If the girls have to whare tights, they don't have to be one color, they can be different.*) and one sentence fragment (e.g., *Uniforms or No Uniforms.*).

Writing Prompt, Sample E

Writing Applications – Score Point 2

Language Conventions – Score Point 2

Kid souldn't have to wear uniform beaeuas kid wounld have fight to see who is the best uniform. Kids do not want to be the same. Kids want to be different. Why kids have to wear uniform? Some kids bo not like to wear uniform. I bon't like student to de in the same uniform. I tinke students sould not have to wear uniform at all.

Scoring Notes for Writing Prompt, Sample E

Writing Applications – Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Writing Applications Rubric.

This sample

- exhibits difficulty maintaining focus on the task (i.e., tells that kids should not have to wear uniforms).
- provides few supporting details.
- has a beginning, a middle, but seems to lack an ending.
- includes few transitions.
- demonstrates basic control of language and grade-level vocabulary.
- is mostly readable despite a couple of missing words.
- relies mostly on simple sentences and demonstrates limited sentence control.
- displays some sense of audience (e.g., *I tinke students sounld not have to wear uniform at all.*).

NOTE: Per the Writing Applications Rubric (Grades 5-12), a Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Language Conventions – Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Language Conventions Rubric.

This sample

- has no capitalization errors.
- has no punctuation errors.
- has no subject and verb agreement errors.
- includes several grade-level spelling errors in proportion to its overall length (e.g., *sounld*’t [shouldn’t], *beaeuas* [because], *wounld* [would], *bo* [do], *bon*’t [don’t], *de* [be], *tinke* [think], *sounld* [should]).
- has two word usage errors (e.g., *kid* [kids], *uniform* [uniforms]).
- contains no run-on sentences or sentence fragments.

Writing Prompt, Sample F

Writing Applications – Score Point 1

Language Conventions – Score Point 1

it is cool to not warth no uniform it is fun to not warth no uniform because or short
is cool and fun. And we can dorfe or clos and have fun out side and and it is fun not
ware or uniform.

Scoring Notes for Writing Prompt, Sample F

Writing Applications – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Writing Applications Rubric.

This sample

- is too brief to establish a focus on the task (i.e., the student tells that it is not fun to wear uniforms).
- provides very few supporting details.
- has no discernible order.
- lacks transitions.
- contains a limited, simple vocabulary.
- lacks fluency.
- has no discernible sentence patterns with missing and/or repeated words.
- displays no sense of audience.

NOTE: Per the Writing Applications Rubric (Grades 5-12), a Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerably difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling or repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

Language Conventions – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Language Conventions Rubric.

This sample

- has one capitalization error (e.g., *it [It] is cool to not...*).
- has one punctuation errors.
- has no subject and verb agreement errors.
- includes many grade-level spelling errors in proportion to its overall length (e.g., *warth* [wear], *dorfe* [?], *clos* [clothes]).
- has four word usage errors (e.g., *no* [any? a?], *ware* [wear], *out side* [outside], *or* [our]).
- contains one run-on sentence (e.g., *it is cool to not warth no uniform it is fun to not warth no uniform because or short is cool and fun..*), but no sentence fragments.

English/Language Arts Constructed Responses

Session three, English/Language Arts, contains a reading comprehension task. This task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading comprehension task consists of one passage and several constructed-response (CR) questions. Because this is a reading comprehension task, all the information students need to answer the questions correctly is in the text. All responses should be based on information from the text and will be scored for reading comprehension *only*. The following pages show the CR questions.

An example of a top-score response is given for each CR question. The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

Each CR question is followed by sample student responses, called anchor papers. The anchor papers are accompanied by explanations of the score points received.

English/Language Arts 2-point Constructed-Response (CR) Rubric

2 points	Proficient The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
1 point	Partially Proficient The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
0 point	Not Proficient The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

Constructed Response
Standard 3: Reading Comprehension & Analysis of Literary Text

Question 1

How are the three brothers in the story ALIKE, and how are they DIFFERENT? Support your answer with details from the story.

Top-Score Answer:

The three brothers in the story are alike because they all love tailoring and think they should get the prize money. The three brothers in the story are different because each of them have a different part to do in making the dress. Sing Wu designs the patterns, Ah Wu cuts the fabric, and Ho Wu sews the dress together.

***Note:** The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

Question 1, Sample A, Score Point 2

How are the three brothers in the story ALIKE, and how are they DIFFERENT? Support your answer with details from the story.

They all wanted the prize to them selves(alike). They all had different parts in making the dress, like one designed it, one cut out patterns, and one sew(difference).

Scoring Notes: This response fulfills the requirements of the task. The response provides relevant, text-based details to describe how the brothers are alike (e.g., They all wanted the prize) and different (They all had different parts in making the dress...designed..cut...sew.). The response receives two points for reading comprehension even though it may contain one or more language conventions errors.

Question 1, Sample B, Score Point 1

How are the three brothers in the story ALIKE, and how are they DIFFERENT? Support your answer with details from the story.

They are alike by them all being greedy,
breaking the straw, and not being able to break
the straw on the broom. They aren't very
different that I saw.

Scoring Notes: This response fulfills some of the requirements of the task. The response briefly describes how the brothers are alike (e.g., ...by being greedy), but does not include how the brothers are different from one another.

Question 1, Sample C, Score Point 0

How are the three brothers in the story ALIKE, and how are they DIFFERENT? Support your answer with details from the story.

They are brothers. And they all like to
do difrant things.

Scoring Notes: This response does not fulfill the requirements of the task. The response does not answer the question; rather, it repeats ideas from the question without adding anything new.

Constructed Response
Standard 3: Reading Comprehension & Analysis of Literary Text

Question 2

What is the brothers' MAIN problem in the story? Explain how the problem is solved. Support your answer with details from the story.

Top-Score Answer:

The brothers' main problem is that when the emperor comes and wants them to make a dress for his daughter, they all think that they are more important than anyone else and each brother wants the prize money for himself. The problem was solved when Old Chang told them the broomstick story and they began to work together to make a beautiful dress.

***Note:** The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

Question 2, Sample A, Score Point 2

What is the brothers' MAIN problem in the story? Explain how the problem is solved. Support your answer with details from the story.

All three of them wanted the gold to themselves. Then Old Chang made them break a piece of straw, and showed them that working as a team is stronger than working alone.

Scoring Notes: This response fulfills the requirements of the task. The response provides relevant, text-based details to describe the brothers' main problem (e.g., All three of them wanted the gold to themselves) and the way in which their problem was solved (e.g., The Old Chang...showed them that working as a team is stronger than working alone). The response receives two points for reading comprehension even though it may contain one or more language conventions errors.

Question 2, Sample B, Score Point 1

What is the brothers' MAIN problem in the story? Explain how the problem is solved. Support your answer with details from the story.

The problem is all the brothers want the gold to themselves. It was solved by them not getting the gold.

Scoring Notes: This response fulfills some of the requirements of the task. The response describes the brothers' main problem (e.g., ...the brothers want the gold to themselves), but does not describe the way in which the problem was solved.

Question 2, Sample C, Score Point 0

What is the brothers' MAIN problem in the story? Explain how the problem is solved. Support your answer with details from the story.

Old Chang want to rest and
stay in the shade.

Scoring Notes: This response does not fulfill the requirements of the task. The response includes a detail from the text, but it does not answer the question.

Constructed Response
Standard 3: Reading Comprehension & Analysis of Literary Text

Question 3

What is the MAIN message of “The Tale of the Broomsticks”? Support your answer with details from the story.

Top-Score Answer:

The main message of “The Tale of the Broomsticks” is if you work together as a team you will be very strong. Old Chang shows this with the broom. When the straw is separated, it is weak. When it is held together, it is very strong. The same idea is true for the brothers and how they get along.

***Note:** The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

Question 3, Sample A, Score Point 2

What is the MAIN message of "The Tale of the Broomsticks"? Support your answer with details from the story.

The main message is that you can accomplish anything if you work together. Like the straw demonstration. The straw is stronger when together, not alone.

Scoring Notes: This response fulfills the requirements of the task. The response explains the main message of the story (e.g., ...you can accomplish anything if you work together) and provides relevant, text-based details for support (e.g., Like the straw. The straw is stronger when together, not alone). The response receives two points for reading comprehension even though it may contain one or more language conventions errors.

Question 3, Sample B, Score Point 1

What is the MAIN message of "The Tale of the Broomsticks"? Support your answer with details from the story.

The main message is that if you
work together you can accomplish
anything.

Scoring Notes: This response fulfills some of the requirements of the task. The response explains the main message of the story (e.g., ...if you work together you can accomplish anything), but does not include details from the story for support.

Question 3, Sample C, Score Point 0

What is the MAIN message of "The Tale of the Broomsticks"? Support your answer with details from the story.

It's just a fairy tale to entertain people.

Scoring Notes: This response does not fulfill the requirements of the task. The response does not answer the question.

Extended Response
Standard 5: Writing Applications
Standard 6: Language Conventions

Question 4

Read this story. Then complete the writing activity that follows.

Lee's Choice

Lee was at her friend's apartment on the tenth floor. She and her friend walked out on the balcony, like they'd done many times before. Looking down at the street below, Lee suddenly realized something: she was scared of heights. Not scared, terrified! It had never happened before, but there she was—clinging to the railing, her feet glued to the spot for fear of moving. This was a big problem because she was about to leave on a rock-climbing trip that she had been looking forward to for months.

The day of the trip finally arrived.

Finish the story. Describe what Lee decides to do. Be sure to include details to support your writing.

**Extended Response Writing Applications Rubric
Grades 5–12**

SCORE POINT 4	
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.	
Ideas and Content	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information and more than adequate supporting details that are developed? • explore many facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.) 	
Style	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)? 	

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

**Extended Response Writing Applications Rubric
Grades 5–12**

SCORE POINT 3	
A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.	
Ideas and Content	
<p>Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea? (Writing may include minor tangents.) • stay mostly focused on topic and task? <p>Does the writing sample include relevant ideas? Does it</p> <ul style="list-style-type: none"> • include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.) • explore some facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)? • generally progress in an order that enhances meaning of text? • include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.) 	
Style	
<p>Does the writing sample exhibit good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning? • demonstrate control of basic vocabulary? <p>Does the writing sample demonstrate good writing technique?</p> <ul style="list-style-type: none"> • Is the writing fluent? • Does it exhibit some varied sentence patterns, including some complex sentences? • Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.) • demonstrate some sense of audience? • attempt an original perspective? 	

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

**Extended Response Writing Applications Rubric
Grades 5–12**

SCORE POINT 2	
A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.	
Ideas and Content	
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic? 	
Organization	
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?) 	
Style	
<p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable? 	
Voice	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective? 	

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

**Extended Response Writing Applications Rubric
Grades 5–12**

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>
Ideas and Content
<p>Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?</p> <ul style="list-style-type: none"> • Writing may attempt a main idea, or the main idea may be difficult to discern. • Does the writing sometimes lose focus or ineffectively establish focus? <p>Does the writing sample include few relevant ideas?</p> <ul style="list-style-type: none"> • Does the writing sample include little information and few or no details? • Writing may explore only one or two facets of the topic.
Organization
<p>Is there a minimal attempt to logically organize ideas in the writing sample?</p> <ul style="list-style-type: none"> • Does the writing have only one or two of the three elements: beginning, middle, and end? • Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.) • Are transitions weak or absent (e.g., few or no topic sentences)?
Style
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary? (Words may be used incorrectly.) • demonstrate minimal or less than minimal control of vocabulary? <p>Does the writing sample demonstrate minimal or less than minimal writing technique?</p> <ul style="list-style-type: none"> • Does the writing exhibit some or little fluency? • Does it rely mostly on simple sentences or demonstrate problems with sentence patterns? • Is it often repetitive, predictable, or dull?
Voice
<p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)? • demonstrate little or no sense of audience? • lack an original perspective?

NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.

Language Conventions Rubric Grades 5–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and have a minor impact on the overall communication; they are generally of the first-draft variety and may occur when students attempt sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments.
Score	Does the writing sample exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

Question 4, Sample A
Writing Applications – Score Point 4
Language Conventions – Score Point 4

"Today is the day." Lee thought. "How will I do this." When Lee's family arrives at the mountain Lee stares up at the mountain and her stomach flips. "Dad" Lee whispered. "I can't do this!" Lee's dad looked down at her and said "Well, why not?" Lee sniffed and then squeaked "I scared." Lee's dad smiled and handed her her things. "You'll be fine. I'll hold your hand." He said and on they went.

At first Lee just put her foot on the rock, but her dad was already climbing. "Dad! You said you'd hold my hand!" Lee screamed. "Well then, you'd better come on" her dad said. Lee took hold of one high rock then lifted up. When Lee reached her father she took hold of his hand and then looked down. Lee let go of everything and quickly grabbed hold of his hand and slowly walk 3 feet down to the ground.

Once again she reached up and stood next to her father again. "Lee honey!" her mom called. Lee looked at her dad and saw him wink at her mom. "Come with me!" her mom called again. Lee sighed and started to climb. Faster and faster she went until she reached the top. "I made it!" Lee cried and hugged her brother.

Look she said and pointed down. This time Lee didn't get scared, but insted her dad did. Next week Lee's family was going to a rollercoaster park with 50 feet drops. "Don't worry. I'll hold your hand." Lee said to her dad. Everyone smiled and went down the mountain. Lee froze. Now she was scared of really low things. Never mind the caving trip, Lee thought.

Scoring Notes for Question 4, Sample A

Writing Applications – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Extended-Response Writing Applications Rubric.

This sample

- stays mostly focused on the task (i.e., describes Lee’s experience climbing the mountain).
- provides more than adequate support (e.g., *At first Lee just put her foot on the rock, but her dad was already climbing. When Lee reached her father she took hold of his hand and then looked down.*).
- has a brief beginning (e.g., *“Today is the day.” Lee thought. “How will I do this.”*), closing sentences (e.g., *Everyone smiled and went down the mountain.*), and a developed and logically organized middle section.
- demonstrates control of grade-level vocabulary that is appropriate to the topic.
- is fluent and easy to read.
- contains a variety of sentences patterns, including simple and complex sentences (e.g., *Lee’s dad looked down at her and said “Well, why not?” Faster and faster she went until she reached the top.*).
- displays a strong sense of audience throughout (e.g., *Lee froze. Lee cried and hugged her brother. Never mind the caving trip, Lee thought.*).

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 3-4), a Score Point 4 paper represents a solid performance. It fully accomplishes the task.

Language Conventions – Score Point 4

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 4** using the ISTEP+ Language Conventions Rubric.

This sample

- has no capitalization errors.
- has one punctuation error (e.g., *“How will I do this.[?]”*).
- has no subject and verb agreement errors.
- includes two grade-level spelling errors (e.g., *wispered* [whispered], *insted* [instead]).
- has one word usage error (e.g., *I* [I’m]).
- contains no sentence fragments or no run-on sentences.

Question 4, Sample B
Writing Applications – Score Point 3
Language Conventions – Score Point 3

They were on their way to go rock-climbing. They arrived a couple of hours they had left. Lee was getting her stuff on when she told one of her friends that she was afraid of heights. Her friend told her not to go up then.

Lee didn't want to miss this so she thought of a way to go up. As she stepped onto the third or fourth rock she thought to herself, "I am not going to look down!" She never did look down. In fact she made it to the top first! She was proud of herself.

After they all came down, they went out to eat. They ate at Wendy's. They was talking about how Lee go to the top first. They got desert. Lee got a Hot Fudge Sunday. She was never afraid of heights again.

It's a good thing she isn't afraid of heights anymore because her parents took he bungee jumping for her birthday. She said it was so cool! She was happy that she wasn't afraid of heights anymore. Her friends were proud of her

Scoring Notes for Question 4, Sample B

Writing Applications – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Extended-Response Writing Applications Rubric.

This sample

- stays mostly focused on the task (i.e., describes Lee’s experience rock climbing).
- provides sufficient support to complete the task (e.g., *Lee was getting her stuff on when she told one of her friends that she was afraid of heights.*).
- has a brief beginning (e.g., *They were on their way to go rock-climbing.*), a somewhat developed middle section (e.g., *As she stepped onto the third or fourth rock she thought to herself, “I am not going to look down!”*), and an ending (e.g., *She was happy that she wasn’t afraid of heights anymore. Her friends were proud of her.*).
- demonstrates control of grade-level vocabulary.
- is easy to read despite a missing word in the second sentence.
- contains a variety of sentences patterns.
- displays a good sense of audience (e.g., *In fact she made it to the top first! It’s a good thing she isn’t afraid of heights anymore because her parents took he bungee jumping for her birthday.*).

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 3-4), a Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Language Conventions – Score Point 3

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 3** using the ISTEP+ Language Conventions Rubric.

This sample

- has three capitalization errors (e.g., *Hot Fudge Sunday* [hot fudge sundae]).
- has one punctuation error (e.g., *Her friends were proud of her[.]*).
- has one subject and verb agreement error (e.g., *They was* [were] *talking about how Lee got to the top first.*
- includes three grade-level spelling errors (e.g., *thouht* [thought], *heself* [herself], *Sunday* [sundae]).
- has two word usage errors (e.g., *desert* [dessert], *he* [her]).
- contains no run-on sentences or sentence fragments.

Question 4, Sample C

Writing Applications – Score Point 2

Language Conventions – Score Point 2

When I realized I was afraid of heights I remembered the rock climbing trip. What am I supposed to do. Well first I pack and still scared, but I tried not to show it. I got in the car and just sat there like a rock. Still thinking what am I going to do. When we go there I was even more scared because when I looked at it I felt sick, but I still tried and I make it and now I am not scared of Heights anymore.

Scoring Notes for Question 4, Sample C

Writing Applications – Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Extended-Response Writing Applications Rubric.

This sample

- stays minimally focused on the task (i.e., explains Lee’s fear of heights).
- provides few supporting details (e.g., *I got in the car and just sat there like a rock.*).
- is too brief to establish a clear organization, but does convey meaning.
- includes a basic, grade-level vocabulary.
- is readable despite a couple of missing words.
- contains both simple and complex sentences, but exhibits some difficulty with sentence control.
- displays little sense of audience (e.g., *What am I sopost to do.*”).

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 3-4), a Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.

Language Conventions – Score Point 2

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 2** using the ISTEP+ Language Conventions Rubric.

This sample

- has one capitalization error (e.g., *Heights*[heights]).
- has one punctuation error (e.g., *What am I sopost to do.* [?]).
- has one subject and verb agreement error (e.g., *...I still tryed and I make* [made] *it and now...*).
- includes two grade-level spelling errors in proportion to the overall length (e.g., *climiling* [climbing], *tryed* [tried]).
- contains a sentence fragment (e.g., *Still thinking what am I going to do.*), but no run-on sentences.

Question 4, Sample A

Writing Applications – Score Point 1

Language Conventions – Score Point 1

When The day was here she was really scared. Lee said I will do it only one time in my life becous I am terrified really bad and the day wdone.

Scoring Notes for Question 4, Sample D

Writing Applications – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Extended-Response Writing Applications Rubric.

This sample

- is weakly focused on the task (i.e., briefly mentions Lee’s day had arrived).
- provides minimal support (e.g. *Lee said I will do it only one time.*).
- is too brief to have a clear beginning, middle, or end.
- conveys only one undeveloped idea.
- contains a limited, simple vocabulary.
- exhibits little fluency.
- demonstrates no understanding of sentence variety or sentence control.
- displays a limited sense of audience.

NOTE: Per the Extended-Response Writing Applications Rubric (Grades 5-12), a Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organization or writing style.

Language Conventions – Score Point 1

The following list describes a writing sample (shown on the previous page) that earns a **Score Point 1** using the ISTEP+ Language Conventions Rubric.

This sample

- has one error in beginning capitalization (e.g., *When The [the] big day was here...*), but no errors in the capitalization of proper nouns.
- has no punctuation errors.
- has no subject and verb agreement errors.
- includes two grade-level spelling errors (e.g., *becous* [because], *wdon* [was done]).
- has one word usage error (e.g., *the* [they]).
- contains no run-on sentences or sentence fragments.